

University of Washington
Faculty Council on Teaching and Learning
April 3, 2014, 10:30 am – 12:00 pm
Gerberding 142

Meeting Summary:

1. Call to Order
 2. Approval of the Minutes from March 6, 2014
 3. Annual Teaching & Learning Symposium
 4. Concerns Surrounding the Achievement Gap
 5. Disclaimer to Course Evaluation Catalog Pages (UW NetID)
 6. FCTL Input into Innovation Fund
 7. Update from the Faculty Legislative Representative
 8. Draft FCTL Letter to the President – Online Learning
 9. Draft FCTL End of the Year Report to Senate Leadership
 10. Draft FCTL Work Plan for 2014-15
 11. FCTL Suggestions Regarding Self Study's 7-Year Teaching and Learning Goals
 12. FCTL Representation on the University Curriculum Committee
 13. Adjourn
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1) Call to Order

The meeting was called to order by Chair Allen at 10:30 a.m.

2) Approval of the Minutes from March 6, 2014

The minutes from March 6, 2014 were approved as written.

3) Annual Teaching & Learning Symposium

Allen reported that the annual Teaching & Learning Symposium will be held on April 15th from 2-4 in the HUB Ballroom.

4) Concerns Surrounding the Achievement Gap

Allen reported that he received an email from Clarence Spigner (Public Health) regarding his concerns about student access to the instructional center. Spigner received a tour of the facility and feels fully satisfied with their operations. Spigner did report that the instructional center is lacking in funding and staff.

5) Disclaimer to Course Evaluation Catalog Pages (UW NetID)

Allen reported that Nana Lowell (Director for Office of Educational Assessment) and her staff have addressed the council's concerns and have added a disclaimer to the CEC website on the Table of Contents page. Members discussed the location of the disclaimer and a suggestion was made to include

the disclaimer as a footnote on every webpage. The council members agreed that the disclaimer should be added to each page.

6) FCTL Input into Innovation Fund

Jerry Baldasty was not in attendance to discuss the UW Innovation Fund. Allen explained Baldasty will attend the May meeting and will have a full agenda to discuss.

7) Update from the Faculty Legislative Representative (Exhibit A and B)

Allen received an email from the Faculty Legislative Representative regarding two recently passed legislative bills:

- HB 1669 requires all state institutions to develop procedures if there is a proposal to change a state-supported degree program to a self-supported program.
- SB 5969 would require all state institutions to develop a policy that would award academic credit for military training.

Copies of both bills were distributed to all FCTL members and are attached to these minutes.

8) Draft FCTL Letter to the President – Online Learning

Allen provided a response letter to President Young regarding the council's suggestions to improve online and hybrid learning by developing measurable goals using specific metrics. Members provided suggestions to enhance the language. Allen will send the letter to President Young on behalf of the council.

9) Draft FCTL End of the Year Report to Senate Leadership

Allen provided a copy of FCTL's end-of-the-year report for Senate leadership and asked for feedback. Allen will also include items from today's meeting.

10) Draft FCTL Work Plan for 2014-15

Allen discussed the FCTL work plan for the next academic quarter. Allen suggested that FCTL align its work with UW's accreditation process by playing a role in developing teaching and learning goals. FCTL might also want to consider meeting with other councils to discuss issues of interest. Allen explained the goal is to ensure FCTL meets its charge to ensure the effectiveness of teaching and learning by developing the metrics required to evaluate performance. A comment was raised stressing the importance of requiring a strong evidential basis for instruction and having ample opportunity for initiatives and activities that improve the climate of tracking teaching and learning outcomes.

A question was raised asking how FCTL will contribute to this performance review across campus. FCTL is involved with campus-wide policy decisions but does not play a strong role in evaluating process towards improving teaching and learning initiatives. One possible way to expand its role is by developing achievement goals and communicate the metrics to faculty members across campus. Another possibility is to align the council's objectives with the activities of the Center for Teaching and Learning.

Members discussed the charge of the council. FCTL deals with matters of policy, draws attention to outstanding issues and helps shape the focus of policy decisions. For example, during its last meeting the council discussed the voluntary incorporation of teaching and learning goals into UW's accreditation process with Jerry Baldasty, Taylor and Lowell. This is a big-picture strategy and the council has a direct line of communication to the administrators who will be active in the accreditation process.

A comment was raised suggesting that FCTL could expand its role from just a policy-planning committee and address more direct activities. For example, FCTL could set 7-year teaching and learning goals and monitor progress across campus. A comment was raised pointing out that these activities would bump up against individual department goals. FCTL could outline the broader, institutional goals which would develop a framework for individual departments to use as they evaluate their individual teaching and learning goals. A comment was raised stressing the difficulties in framing an institutional-wide assessment with inferred common goals while maintaining the integrity of the individual units.

A comment was raised that FCTL could act as an advocate on certain issues and bring them to the forefront of university-wide discussions. FCTL has the ability to look at the big picture and connect directly with the Provost and administrators who make the decisions who are reallocating resources across the institution. This would be a proactive approach at urging the university to make changes that are advantageous to students and faculty. Members discussed issues involving university faculty fellows and the impacts of recent cost overruns and hiring decisions. This is an example of how FCTL can play a role in providing useful advocacy. Another example is securing the technological classroom support for faculty over the next several years to improve teaching effectiveness.

A question was raised about how capital funding is being allocated to certain projects. While there is a lot of funding being allocated for Denny Hall concern was raised that the money should be put in other buildings to ensure equal justice for all departments. Court explained that the Faculty Council on University Facilities and Services has expanded its role to take a more active role in the capital planning process.

The council discussed the make-up of current members and attracting new members from the College of Arts and Sciences. Members also discussed changing the charge of the council and possible chartering one or more subcommittees.

11) FCTL Suggestions Regarding Self Study's 7-Year Teaching and Learning Goals

Members discussed suggestions to send to the UW Accreditation Self-Study Report Team to improve teaching and learning goals. Allen provided a draft document detailing suggestions based on the Husky Experience and Baldrige Performance Excellence in order to develop a best-practices document outlining goals and objectives. The goals and objectives include:

- To increase measurable steps to advance UW to achieving the goal
- To provide UW students "deep" knowledge in their major
- To provide UW students skills in analytical reasoning, critical thinking and communication
- To provide UW student leadership, community engagement and wellness opportunities
- To instill commitment to lifelong learning and public service
- To enhance students' career strategies
- To enhance UW faculty and teaching assistants

Allen also provided a breakdown of the main elements within the Husky Experience which include:

- The major
- Lifelong learning
- Leadership
- Career strategy
- Cultural competency
- Community engagement
- Health and wellness

These factors were further broken into 3 core criteria to evaluate progress: knowledge, skills, and competencies.

Members discussed the UW Accreditation Self-Study Report and goals/objectives indicated by Allen. Lowell asked if the goals for action are what FCTL wants to accomplish, or if they were larger university-wide goals. The focus is how UW will support the delivery of these ambitious goals. It is understood that UW is not required to report teaching and learning outcomes so there is not a clear direction in how to achieve these objectives. A comment was raised that by voluntarily reporting on the teaching and learning goals UW can set the terms in how to evaluate progress over the 7-year period. The goal is to demonstrate the value in a liberal arts degree and communicate the experience UW students are receiving by obtaining a degree.

Members discussed who is responsible for delivering these outcomes and the mechanisms for dispersing academic goals of individual units throughout campus. A comment was raised that another criteria of the Husky Experience includes “attitude” which is similar to “competencies”. Members discussed how these teaching and learning goals are incorporated in their own departments. A suggestion was made to include “cultural diversity” which parallels language in the Husky Experience.

Members discussed the difficulties in requiring departments to review these objectives and determine where their units’ goals fit in with UW learning goals. A comment was raised stressing that these goals are not meant to micromanage department but to be used as a mechanism to unite the larger university. A suggestion was raised to incorporate UW’s mission and value statements to guide these principles and translate these values to strategies.

Concern was raised that faculty are so focused on their individual projects it is difficult to keep people accountable for meeting these objectives. A comment was raised stressing these objectives are not the responsibility of individual faculty and questioned what faculty can do with the limited time and resources they have. Faculty cannot be expected to do this and these services should be offered somewhere else, rather than in the classroom. A comment was raised that FCTL can act as the bridge to connect the the realities of faculty resources with university aspirations for teaching and student learning. Discussion ensued about students and changes to traditional career paths, as well as possible solutions to this emerging problem.

A comment was made that as mentors faculty have to develop an understanding of what is out there and how to communicate to students how their lab work plays a role in many other fields. While faculty

do not have the ability to teach the actual knowledge the students are required to know in their future career, they have the ability to teach students how to apply the skills they learned in the classroom.

12) FCTL Representation on the University Curriculum Committee

Allen explained that from recent discussions with other councils there appears to be gaps in which critical issues are not being addressed. One example is the definition of courses which has primarily been addressed by the University Curriculum Committee (UCC). Allen asked members if they felt that FCTL should participate on the UCC. Allen moved to request UCC to add a member from FCTL. The motion received unanimous approval.

13) Adjourn

The meeting was adjourned by Chair Allen at 12:00 p.m.

Minutes by Grayson Court, Faculty Council Support Analyst. gcourt@uw.edu

Present: **Faculty:** Allen (Chair), McGough, Nelson, Olavarria, Schwartz, Spyridakis, Turner
President's Designee: Taylor
Ex-Officio Reps: Corbett, Jankowski, McNerney, Hugo
Guests: Tom Lewis (Director for Academic and Collaborative Applications), Nana Lowell (Director for Office of Educational Assessment)

Absent: **Faculty:** Carline, Harrison, Masuda, Wilkes, Yeh, Zierler
Ex-Officio Reps: n/a